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ABSTRACT

This study focused on all teachers, in the public schools of Louisiana in grades 6-12, who taught health and physical education at least 50 percent of the time. A 53 percent return was obtained, which represented 917 teachers in 381 schools. Responses were received from all 64 parishes and the two city school systems in the state. The study investigated several topics which relate to: (1) the breadth and sex-designated format of curricular offerings; (2) teaching effectiveness; (3) economic and demographic information about teachers; (4) variables responsible for teachers continuing in education or leaving the field; (5) professional memberships and attendance patterns at professional meetings; (6) role diversification of teachers; (7) usefulness of selected undergraduate courses; (8) frequency of bachelors and masters degrees; (9) usefulness of State Department of Education guides; (10) certification; and (11) teaching patterns and decision-making sources of program content. Recommendations are offered for program improvements. References and a copy of the survey instrument are appended. (JD)

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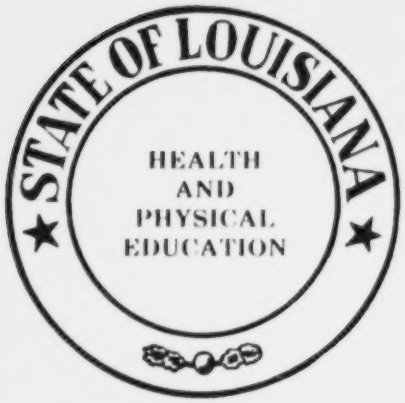
RESEARCH

STATUS OF HEALTH AND PHYSICAL EDUCATION IN LOUISIANA PUBLIC SCHOOLS

GRADES 6-12

1987

BULLETIN 1811



DEPARTMENT OF EDUCATION
BUREAU OF SECONDARY EDUCATION
HEALTH AND PHYSICAL EDUCATION SECTION

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SP 030 044

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STATUS OF HEALTH AND PHYSICAL EDUCATION IN LOUISIANA PUBLIC SCHOOLS

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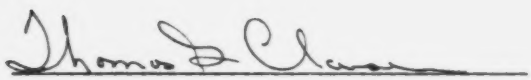
FOREWORD

This research report, Status of Health and Physical Education in Louisiana Public Schools, is the first comprehensive study of this type in the State. It was funded by the Louisiana Department of Education, Southeastern Louisiana University and the University of Southwestern Louisiana. The data reported herein represent the responses of 917 health and physical education teachers in 381 schools representing the 64 parish school systems and the two city school systems in Louisiana.

The study was performed to investigate several topics which relate to the breadth and sex-designated format of curricular offerings, teaching effectiveness, economic and demographic information about teachers, variables responsible for teachers continuing in education or leaving the field, professional memberships and attendance patterns at professional meetings, role diversification of teachers, usefulness of selected undergraduate courses, frequency of bachelors and masters degrees, usefulness of State Department of Education guides, certification and teaching patterns and decision-making sources of program content.

The results of this project should be of interest to elected officials, public school administrators, health and physical education teachers, university administrators, directors of educational bureaus and leaders of professional organizations.

It is hoped that the results of this project will assist school personnel at all levels in their effort to improve the quality of health and physical education. Finally, the results of this study should help health and physical education professionals, as well as those outside the profession, gain a better understanding and appreciation of the role teachers play in enriching the lives of Louisiana students.



Thomas G. Clausen, Ph.D.
State Superintendent of Education

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A special acknowledgement is extended to Mr. Ronald Brightwell for writing the computer programs and preparing the data for analysis.

Appreciation is expressed to the many principals and health and physical education teachers in Louisiana who cooperated in the conduct of this study.

Finally, the authors acknowledge the support of their families for their assistance, patience and understanding in this endeavor.

INTRODUCTION

One of the greatest endeavors of any society is the education of its youth. The Tenth Amendment established the right of the individual states to assume the responsibility for the formal education of children and youth. The Legislature of the State of Louisiana through its governmental agencies has assumed the administrative and executive authority for implementing educational programs and monitoring their development and status. Professionals at all levels of education should coordinate their efforts to analyze, assist and improve the institution of education in Louisiana which enhances the opportunities of the youth in the State.

Individuals representing various disciplines and areas of study need to periodically gather information that can serve to assist educational leaders in their continuous task of improving the learning opportunities of the young. Educational leaders at the elementary, middle and secondary school levels should work in concert with governmental agencies and bureaus responsible for education including institutions of higher education that prepare teachers. Only through the teaming process can education be modified and enhanced to better meet the needs of those it serves.

This study was conducted to collect data about curricula, personnel and programs in health and physical education. A status report of this type provides information that should motivate educational leaders to review aspects of educational programs that may need to be re-examined and/or re-emphasized.

PURPOSE

This study was conducted to determine the status of certain aspects of health and physical education programs in grades 6-12 of the public schools of Louisiana. Data were also collected dealing with teacher opinions concerning selected aspects of their programs and the quality of their own undergraduate preparation programs. The study included demographic information of the teachers surveyed, the institutions from which they received both undergraduate and graduate degrees, and other selected opinions regarding their professional needs as well as their plans for continuing in education or leaving the field.

OBJECTIVES

Objectives of this project encompassed the following topics:

1. Breadth of curricular offerings in grades 6-12
2. Problems limiting teacher effectiveness
3. Economic and demographic information about teachers
4. Variables responsible for teachers continuing in education or leaving the field
5. Professional memberships and attendance patterns at local, state, district and national professional meetings
6. Role diversification of teachers
7. Usefulness of selected undergraduate courses
8. Frequency of graduates (B.S. and M.S. degrees) from state institutions of higher education
9. Usefulness of State Department of Education guides
10. Certification and teaching patterns
11. Decision-making sources of program content

LIMITATIONS

Investigators noted the following weaknesses of the study:

1. The survey instrument was too long. Some of the respondents chose not to provide all of the information requested. It was assumed that the length of the questionnaire was a major factor in this problem.
2. Survey instruments were mailed to the principals of each school unit that offered health and physical education in grades 6-12. Principals were asked to distribute, collect and return the completed instruments to the investigators. Respondents failed to provide information on some topics and it was assumed that they were concerned about confidentiality.

REVIEW OF LITERATURE

A survey of health and physical education programs for boys in selected senior high schools in Louisiana was reported by Coker (1972). Sixty-five randomly selected public secondary schools in Louisiana served as the focus of this study. Some 75 teachers of health and physical education were interviewed and data were collected using a questionnaire instrument. Information was gathered on the following topics: (1) professional preparation and background of the teachers, (2) teacher load, (3) program content and (4) methods of instruction.

The professional preparation of teachers was found to be more than adequate. All of the teachers in the sample had earned bachelors degrees and nearly 70 percent of those had earned masters degrees or were attending graduate school. The mean years of teaching was 7.2. While 85 percent of those in the sample held membership in one or more professional educational organizations, only 20 percent were members of a professional physical education organization. Teachers who taught only health and physical education averaged 19 classes per week. The mean size of health and physical education classes was 31 students. The curriculum content for secondary boys was primarily basketball, softball, touch football and volleyball. It was noted that co-educational activities were seldom included in the offerings. Primary problems which confronted teachers were lack of equipment, lack of facilities, large classes and lack of indoor space. The instructional methodology was found to be lacking. There was little evidence of planning for instruction and most classes were handled on a recreational format.

Coker concluded that even though the teachers in the sample had completed undergraduate teacher preparation programs in health and physical education, they failed to teach their health and physical education classes effectively.

Ritchie (1985) surveyed teachers in Missouri whose primary responsibility was teaching physical education in grades 7-12. Ritchie was interested in developing a profile of physical education teachers including demographics, academic preparation, teaching, coaching and extracurricular assignments. Among the Missouri teachers, 35 years old and averaging 12 years of teaching experience, 92 percent had undergraduate majors in physical education; 45 percent held masters degrees while 73 percent received their education from institutions in Missouri.

The study determined that 64 percent of the classes were offered on a co-educational basis and "a very large portion of Physical Education Teachers also serve as Coaches of Interscholastic Athletic Teams" (Ritchie, 1985, p.6). Male teachers in this study coached many sports but the most popular ones were baseball, basketball, football, wrestling and track and field. The author noted that Missouri schools fell short of desirable depth in aquatics, dance, gymnastics for boys and outdoor education.

The top five problem areas that caused the most concern to physical education teachers were class size, facilities and equipment, student discipline, teaching load and working with administrators.

Less than 20 percent of the physical education teachers in this study held membership in either the Missouri Association for Health, Physical Education, Recreation and Dance or the American Alliance for Health, Physical Education, Recreation and Dance. Greater membership, 42 percent, was indicated in the Missouri State Teachers Association.

Less than 10 percent of those surveyed had attended a regional or national meeting of the American Alliance for Health, Physical Education, Recreation and Dance and only 15 percent indicated having attended a state meeting of the Missouri Association for Health, Physical Education, Recreation and Dance.

METHODOLOGY

Population

This study focused on all teachers in public schools of Louisiana in grades 6-12 who taught health and physical education at least 50 percent of the time. A 53 percent return was obtained which represented 917 teachers in 381 schools. Responses were received from all 64 parishes and the two city school systems in the State.

Procedures

Instrument Development

The questionnaire instrument was developed to elicit teacher responses on a number of topics dealing with formal preparation, areas of certification, economic status, professional activity, job satisfaction, future plans, curricula, variables affecting teacher effectiveness and usefulness of selected State Department of Education curriculum bulletins. Ritchie's study (1985) in Missouri was helpful in identifying a format for the instrument. A number of items was developed relating to the specific goals of this study that Ritchie did not investigate.

After developing the instrument, a pilot study was conducted to identify weaknesses in the instrument. Individuals participating in the pilot study were favorably impressed with the instrument. Several suggestions were given which added to the length of the questionnaire. Minor adjustments in language and other clerical details were made before the instrument was finalized, typed and distributed.

Distribution of Instrument

Principals in each parish and the two city school systems in the State were identified and mailed questionnaires for each health and physical education teacher whom they supervised. Letters to the principals (Appendix A) were personalized but the actual survey instruments (Appendix B) were not. A cover letter to principals explained the study and the importance of it to the profession of health and physical education. Principals were asked to distribute instruments to those who taught health and physical education in grades 6-12 at least 50 percent of their class schedule. Self-addressed pre-metered envelopes were enclosed in the letter to principals for returning the survey instruments. Letters were mailed in April, 1986.

Synthesis and Computerization of Data

A 53 percent return from a population of 1,730 teachers (those who taught at least 50 percent of their classes in health and physical education in grades 6-12) was received. A programmer prepared a computer program for use on an Apple IIe to store and later analyze the data. Each survey instrument contained 1,800 bits of information, making the total for all surveys in excess of 1.6 million bits. Approximately 75 hours were spent in storing the information on six double-sided 5-1/4 inch floppy disks. Each survey took 20 seconds to analyze, making the total analyzing time slightly over five hours.

Survey instruments were returned by principals from all 64 parishes and the two city school systems in the State. The grade level assignments of the teachers who participated in this study are presented in Table 1. Many of the teachers were assigned to teach health and physical education classes at more than one grade level. This data does indicate that the study sampled different grade levels without disproportionate representation from any one administrative unit (i.e. high school).

Table 1

Grade Assignments of Questionnaire Respondents

GRADE*	NUMBER	PERCENT
6	273	10.5
7	398	15.3
8	400	15.4
9	419	16.1
10	397	15.3
11	351	13.5
12	345	13.3

* Many teachers were assigned to more than one grade level

Data Analysis

The data collected in this project were the types of information typical of descriptive research studies. Teacher responses to closed-end requests allowed for ease of compilation and calculation of percentages and subsequent arrangement into tables for analysis and interpretation. Tests of significance were not computed to determine whether real differences existed among the opinions of teachers on certain topics. Current practice and

general teacher opinion were deemed to be more important than the discussion of results of a series of chi square test results.

PRESENTATION AND ANALYSIS OF DATA

Demographic Information

Age

Data from this study lend some credence to the adage that "health and physical education is a field for the young"; the mean age for men and women in this study was 37.2 years. Tables 2 and 3 provide more detailed information on the distribution of ages for both sexes. The age distribution patterns for men and women were similar and lead one to speculate that teachers in this field either move to other roles in education (i.e. administration) or teach in other subject areas later in their careers.

Table 2

Age Distribution of Female Health and Physical Education Teachers

AGE	NUMBER	PERCENT
21 - 30	95	21
31 - 40	208	47
41 - 50	97	22
51 - 60	41	9
61 - 70	2	1
Total Responses	443	100
No Responses	39	
Grand Total	482	

Table 3

Age Distribution of Male Health and Physical Education Teachers

AGE	NUMBER	PERCENT
21 - 30	74	17
31 - 40	227	52
41 - 50	107	25
51 - 60	19	4
61 - 70	7	2
Total Responses	434	100
No Responses	1	
Grand Total	435	

Experience

Teachers were requested to indicate the total years of teaching as well as the years in their current position. The mean years of experience for both sexes was 13.5 years, while the mean years at their current position was 8.2 years. Tables 2 and 3 indicate a rather sharp reduction in the number of health and physical education teachers after the age of 40.

Salaries

The estimated mean salary for all Louisiana public school teachers in 1985-86 was $20,460 (J. Simon, personal communications, September 4, 1987). The mean salaries for men and women health and physical education teachers were $20,975 and $20,276, respectively. The salaries for men were 3.5 percent higher than those for women. Seventy-four percent of the teachers provided salary information. Twenty percent of the respondents made a salary in excess of $25,000. Tables 4 and 5 depict the small number of teachers who receive salaries above $25,000. In this study the highest indicated salary by one man and one woman was $32,000.

Table 4

Distribution of Salaries for Female Teachers of Health and Physical Education

SALARY	NUMBER	PERCENT
10 - 14,999	15	5
15 - 19,999	117	40
20 - 24,999	127	43
25 - 29,999	33	11
30 - 34,999	4	1
Total Responses	296	100
No Responses	186	
Grand Total	482	

Table 5

Distribution of Salaries for Male Teachers of Health and Physical Education

SALARY	NUMBER	PERCENT
10 - 14,999	14	4
15 - 19,999	106	28
20 - 24,999	190	51
25 - 29,999	58	16
30 - 34,999	6	1
Total Responses	374	100
No Responses	61	
Grand Total	435	

Teacher Preparation

Institutions From Which the Bachelors Degree Was Received

An analysis of the institutions from which the bachelors degrees were granted revealed that 73 percent of the teachers in this study were educated at one of 18 institutions in the State. As indicated in Table 6, more respondents graduated from Southern University than any other single institution. Grambling State University ranked second among the institutions from which teachers in health and physical education graduated. A visual inspection of the responses indicated that less than three graduates from Southern University or Grambling State University had received their degrees after 1980. Fourteen percent (107) of the respondents who provided an institutional designation received their first degree at institutions outside of Louisiana. More than one-half of these graduates were from schools in the Southeast and Midwest. One hundred and thirty-seven, or 15 percent, of those surveyed failed to indicate the institutions from which they earned their bachelors degree.

Table 6

Ranking of Institutions From Which the Bachelors Degree Was Granted

RANK	INSTITUTION	NUMBER
1	Southern University	92
2	Grambling State University	79
3	University of Southwestern Louisiana	70
4.5	Northwestern State University	67
4.5	Southeastern Louisiana University	67
6	Louisiana State University	60
7	Nicholls State University	52
8	McNeese State University	49
9	Louisiana Tech University	37
10	Northeast Louisiana University	27
11	University of New Orleans	17
12	Dillard University	13
13	Louisiana College	12
14	Xavier University	11
15	Tulane University	9
16	Centenary College	5
17	Baptist Christian College	5
18	Loyola University	1
Total In State		673
Out of State		107
No Institutional Designation		137
Grand Total		917

Institutions From Which the Masters Degree Was Received

Fifty percent of the teachers in this study had earned masters degrees. Ninety-one percent of those who have masters degrees received them from an institution of higher education in Louisiana. Southern University ranked first again as the institution from which more teachers in health and physical education received their masters degree. Thirteen percent (59) of those holding masters degrees failed to provide the names of the institutions from which they graduated. Table 7 provides the ranking of the 15 Louisiana universities which granted masters degrees as reported in this study.

Table 7

Ranking of Institutions From Which the Masters Degree Was Granted

RANK	INSTITUTION	NUMBER
1	Southern University	66
2	Northwestern State University	46
3	Southeastern Louisiana University	42
4	McNeese State University	36
5	Louisiana Tech University	31
6	Louisiana State University	28
7.5	Nicholls State University	24
7.5	Northeast Louisiana University	24
9	Grambling State University	23
10	University of Southwestern Louisiana	22
11	University of New Orleans	9
12	Loyola University	5
13.5	Tulane University	2
13.5	Xavier University	2
15	Centenary College	1
Total In State		361
Out of State		35
No Institutional Designation		59
Bachelors Degree Only		462
Grand Total		917

Value of Undergraduate Professional Preparation Courses

The ranking of courses according to their perceived contribution to teacher success is presented in Table 8. More than two-thirds of the respondents gave "high contribution" ratings to first aid, student teaching and skills classes with less significance given to the subject-matter related courses in health and physical education.

Table 8

Ranking of Teacher Perceived Value of the Contribution to Success of Undergraduate Courses

RANK	COURSE	NUMBER*
1	First Aid	665
2	Student Teaching	663
3	Skills Classes	636
4	Methods	598
5	Health Education	573
6	Measurement and Evaluation	487
7	Kinesiology/Biomechanics	477
8	Exercise Physiology (1)	458
9	Administration of Physical Education	426
10	Motor Learning (1)	415
11	Coaching Theory (1)	384
12	Introduction to Physical Education	311
13	History/Philosophy of Physical Education	266
14	Adapted Physical Education (2)	165

* 917 responses were possible for each course

(1) 135 respondents did not have these courses

(2) 345 respondents did not have this course

Certification/Teaching Patterns of Health and Physical Education Teachers

Other than health and physical education the most popular certification areas among the teachers in this study were social studies, general science, biology and English. Table 9 is a summary of subjects that health and physical educators teach and/or hold certification in addition to their own field. The subjects most frequently taught, in which certification was held, were social studies, general science, mathematics and English. While biology ranked third in numbers of teachers certified and mathematics sixth, mathematics ranked third as the most popular area of teaching. A substantial number of health and physical education teachers were assigned to teach subjects in which they did not hold certification, namely social studies, general science and mathematics.

Table 9

Certification and Teaching Patterns of Health and Physical Education Teachers

SUBJECT	CERT./TEACHING	CERT./NOT TEACHING	NOT CERT./TEACHING
Adapted Physical Education	12	16	11
Art	4	4	1
Biology	5	48	4
Business English	0	6	0
Chemistry	2	9	0
Driver Education	15	25	0
English	19	43	14
French	2	0	1
General Science	29	73	35
Industrial Arts	4	1	1
Mathematics	22	17	21
Social Studies	90	100	46
Others	4	28	4
Totals	208	370	138

Professionalism

Professional Membership Patterns

More health and physical education teachers held membership in the Louisiana Association of Educators than in any other professional organization. Less than 30 percent of the teachers held membership in the Louisiana Association for Health, Physical Education, Recreation and Dance. Table 10 provides the numbers and percents of those individuals responding to the topic of professional memberships.

Table 10

Professional Membership Patterns of Health and Physical Education Teachers

ORGANIZATION*	PERCENT	NUMBER
American Alliance for Health, Physical Education, Recreation and Dance	16.1	179
Louisiana Association for Health, Physical Education, Recreation and Dance	27.8	308
Louisiana Association of Educators	33.9	376
Louisiana High School Coaches Association	21.5	238
Others	.7	8

* 917 responses were possible for each organization

Attendance at Professional Meetings

Data from this study, provided in Table 11, indicate that the great majority of teachers did not attend professional meetings at state, regional or national levels. Analysis of the survey instrument indicated that more than one-third of the respondents failed to indicate participation at any meeting, regardless of its geographical classification. Approximately one-third of the respondents in this study had attended a state convention of the Louisiana Association for Health, Physical Education, Recreation and Dance in the years 1981-86.

Table 11

Attendance at Professional Meetings by Health and Physical Education Teachers

PROFESSIONAL ORGANIZATION	TYPE MEETING	PERCENT	NUMBER*
American Alliance for Health, Physical Education, Recreation and Dance	National	12.8	79
Southern District - American Alliance for Health, Physical Education, Recreation and Dance	Regional	8.8	54
Louisiana Association for Health, Physical Education, Recreation and Dance	State	33.5	206
Louisiana Association for Educators	State	15.5	95
Louisiana High School Coaches Association	State	25.6	157
Special Education/Adapted Physical Education	State	2.8	17
Others		1.0	6

* 917 responses were possible for each of the meetings

Extracurricular Assignments

Athletic Coaching as a Role of the Health and Physical Education Teacher

It is recognized that a large percent of health and physical education teachers perform coaching responsibilities in the schools of Louisiana. The results of this study indicate that 92 percent of the males (401/435) and 69 percent of the females (331/482) were involved in coaching 13 activities. The data from this study did not provide specific levels of the coaching assignments (i.e. high school, junior high school), but simply the fact that one or more sports were coached by these individuals. The summary of coaching assignments by gender is provided in Table 12 and an analysis of these data stimulates some questions. Were there really 29 females involved in coaching varsity football for boys and three wrestling teams for boys? Speculation by the authors is that some of the female respondents were serving in the role of athletic trainer and were considered assistant coaches. Or, some respondents may have provided an answer too hastily when asked to: "Please check the sports you coach and the types(s) of students" (see Appendix B, 2.).

Table 12

Interschool Athletic Coaching Assignments of Male and Female Health and Physical Education Teachers

SPORT*	FEMALE COACH			MALE COACH		
	Boys	Girls	B/G	Boys	Girls	B/G
Baseball	3	0	0	94	3	0
Basketball	1	156	6	156	28	77
Cross Country	1	8	3	21	0	6
Football	29	0	0	245	0	0
Golf	2	1	0	11	0	0
Gymnastics	0	7	3	2	2	6
Soccer	1	0	0	4	0	1
Softball	0	150	3	0	26	4
Swimming	1	0	1	1	0	2
Tennis	0	7	10	3	1	3
Track and Field	11	87	30	130	9	24
Volleyball	0	109	4	0	9	0
Wrestling	3	0	0	11	0	0
Totals	52	525	60	648	78	123

* 917 responses were possible for each sport

Sponsorship of Extracurricular Activities by Health and Physical Education Teachers

The involvement of health and physical education teachers in school activities beyond the normal teaching assignments was established previously (i.e. coaching). The authors were also interested to learn if teachers in this field limited their outside-the-classroom contacts with students to athletic coaching. Table 13 provides an indication of further involvement of the respondents in this study by analysis of 456 organization sponsorships. The involvement of women teachers in the sponsorship of extracurricular activities almost double that of the men.

Table 13

Sponsorship of Extracurricular Activities by Health and Physical Education Teachers

ORGANIZATION*	MALES	FEMALES
Band	3	0
Cheerleaders	9	89
Class Sponsor	57	95
Dance Club	0	5
Intramurals	86	106
Science Club	1	3
Others	1	1
Totals	157	299

* 917 responses were possible for each organization

Job Satisfaction

Factors Responsible for Continuing in Education

Teachers in this survey were asked to respond to several questions regarding their satisfaction with their present role, whether they planned to change roles, leave the field of education or retire. More than 70 percent of the respondents indicated satisfaction with their present role and expressed plans to continue. When asked if they planned to remain in the field of education longer than five years, 80 percent of the respondents expressed a desire to stay.

When the 628 individuals who chose to respond to the survey item on this topic identified the factors most responsible for them remaining as health and physical education teachers, nearly 50 percent indicated job satisfaction. Students and security at 22 percent and 17 percent, respectively, were the next highest reasons given for remaining a health and physical education teacher. Table 14 reflects an analysis of those factors responsible for continuing as a health and physical education teacher.

Table 14

Factors Responsible for Continuing as a Health and Physical Education Teacher

FACTOR*	PERCENT	NUMBER
Job Satisfaction	47.8	591
Students	21.8	269
Security	16.8	208
Salary	6.2	77
Professional Colleagues	6.1	76
Others	1.3	16
Totals	100.0	1,237

* 917 responses were possible for each factor

Factors Responsible for Leaving Education

Teachers were asked about their intention to leave the field of education and to identify specific reasons from among several choices provided in the survey. Of the 20 percent of the respondents who planned to leave education within the next five years, nearly 40 percent indicated retirement as the primary reason. Table 15 is a presentation of the factors identified by those leaving education and the percent and number of each as selected by the respondents.

Table 15

Factors Responsible for Health and Physical Education Teachers Leaving the Field of Education

FACTOR*	PERCENT	NUMBER
Retirement	38.96	90
Salary	27.27	63
Discipline	19.49	45
Advancement	7.79	18
Administrative Support	6.49	15
Totals	100.00	231

* 183 responses were possible for each factor

Teaching Quality

Problems That Affect Teaching Quality

Teachers were asked to judge how 10 variables (see Table 16) limited their teaching effectiveness by selecting one of three choices: never, sometimes, always. To achieve the rankings of problems, the tallies of choices for "always" and "sometimes" were combined. The three most prevalent problems influencing teaching quality were class size, student interest and indoor facilities.

Table 16

Problems That Affect Teaching Quality in Health and Physical Education

RANK	TOPIC*	NUMBER	PERCENT
1	Class Size	790	91
2	Student Interest	767	88
3	Indoor Facilities	740	85
4	Equipment Quantity	694	80
5	Equipment Quality	667	77
6	Outdoor Facilities	625	72
7	Teaching Load	601	69
8	Personal Preparation	460	53
9	Relationships with Physical Education Teachers	364	47
10	Relationships with Administrators	397	46

* Total responses possible for each topic was 917

Program Content Decisions

Decision-Making Source for Health and Physical Education Program Content

Program content is frequently discussed by teachers and some often feel that they have little or no influence on what is to be taught. The findings in this study were that teachers, individually or collectively, had a great deal to say about content selection in their programs. Table 17 is a summary of teacher responses and percentages to the five categorical choices in the survey when teachers were asked to identify the one most responsible for deciding program content for health and physical education. Three-fourths of those responding to this survey topic indicated that either the health and physical education teacher or a committee of health and physical education teachers were responsible for deciding program content.

Table 17

Decision-Making Source for Health and Physical Education Program Content

DECISION MAKER*	NUMBER	PERCENT
Individual Teacher	372	42
Committee of Teachers	294	33
Physical Education Supervisor	128	14
School Principal	93	11
Others	2	--
Total Responses	889	100
No Responses	28	
Grand Total	917	

* 917 total responses were possible

Curriculum

Aquatics

It is apparent that instruction in aquatics in the public schools of the State is minimal, as only two percent of the respondents offered swimming (Table 18). Those respondents who offered beginning swimming also taught intermediate swimming.

Table 18

Aquatic Offerings

COURSE LEVEL	OFFERED	NOT OFFERED	PERCENT
Beginning Swimming	17	872	2
Intermediate Swimming	17	872	2

Dance

Dance activities received little attention in the programs offered by the respondents. A summary of dance offerings is provided in Table 19 depicting the relative popularity of different aspects of dance. Square dance and the basic steps and patterns received the highest rankings. Square dances have traditionally been the most popular form of dance in both public elementary and secondary schools and undergraduate professional preparation programs. The required competencies for Grade 7 in Bulletin 1597 include basic steps and patterns and may be the primary reason for their inclusion in programs of health and physical education.

Table 19

Dance Offerings

TYPE OF DANCE	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Ballet	30	859	3	7
Basic Steps & Patterns	244	638	28	2
Country-Western	132	749	15	3
Disco	70	817	8	5
Jazz	61	827	7	6
Modern	103	782	12	4
Square	311	570	35	1
Tap	21	868	2	8

Gymnastics

Tumbling, stunts and floor exercises were found to be the most popular activities (see Table 20) in this classification of physical education activities. Bulletin 1597 lists required competencies for stunts, tumbling and apparatus. Only tumbling was taught by a majority of teachers in the survey.

Table 20

Gymnastics Offerings

EVENT	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Balance Beam	212	673	24	4
Floor Exercise	285	589	33	2.5
Horizontal Bar	71	812	8	9
Horse	109	771	12	6.5
Parallel Bars	104	779	12	6.5
Rings	36	851	4	10
Stunts	289	576	33	2.5
Tumbling	445	402	53	1
Uneven Parallel Bars	97	787	11	8
Vaulting	123	747	14	5

Team Sports

The results of this study established three team sports as the most popular in this classification of content in physical education: volleyball, basketball and softball. Touch/flag football and soccer were also noted by the respondents as being popular activities among team sports. Table 21 is a listing of the frequency of offerings of these team activities from the 6th through the 12th grade.

Three of the four top ranked team sports are listed in Bulletin 1597 with required competencies for two grade levels. While basketball was frequently offered, it is only required to be taught once in grades 6-12.

The category of team sports was the most popular physical education offering by the respondents in this study. More team sports were taught by more teachers than any other single classification of activities. Among the team sports required in Bulletin 1597, soccer was the only activity that was not taught by 80 percent or more of the teachers.

Table 21

Team Sports Offerings

SPORT	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Basketball	670	37	95	2.5
Field Hockey	45	836	5	7
Floor Hockey	136	728	16	6
Soccer	491	327	60	5
Softball	705	37	95	2.5
Touch/Flag Football	650	129	83	4
Volleyball	726	34	96	1

Physical Fitness

Teachers were asked to indicate the frequency with which different types of physical fitness experiences were provided in their programs. Table 22 provides the summary of statistics on this topic. More than 50 percent of the respondents included aerobic dance, jogging, personal fitness and weight training as a unit of instruction. The greatest interest in the physical fitness area was shown by 75 percent of the teachers in personal fitness. With the exception of personal fitness, 50 to 60 percent of the programs included aerobic dance, jogging and weight training.

Bulletin 1597 of the Louisiana Department of Education contains requirements for physical/motor fitness appraisals in grades 6, 8 and 10. The frequency of physical fitness activities in this study parallel the emphasis on fitness assessment in those three grades.

Table 22

Physical Fitness Offerings

ACTIVITY	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Aerobic Dance	483	392	55	3
Jogging	489	339	59	2
Personal Fitness	604	205	75	1
Weight Training	429	404	52	4

Individual and Dual Activities

The most frequently offered activity in this category was track and field. Table 23 provides the complete list of individual and dual activities and the cumulative tallies for each. The other most frequently offered activities were those required in Bulletin 1597: badminton, tennis, bowling, golf and archery. Tennis is required at three grade levels while track and field has competencies to be achieved at two levels. Other activities required for at least one grade level are archery, badminton, bowling and golf.

The offering of individual and dual activities by the majority of teachers in this study was restricted to only two sports, track and field and badminton.

Table 23

Individual and Dual Activity Offerings

ACTIVITY	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Archery	201	669	23	6
Badminton	460	373	55	2
Bicycling	169	710	19	7
Bowling	238	631	27	4
Fencing	57	831	6	9.5
Golf	206	664	24	5
Handball	43	844	5	11
Racquetball	14	874	2	12
Self Defense	50	838	6	9.5
Tennis	373	459	45	3
Track & Field	595	191	76	1
Wrestling	131	754	15	8

Summary of Physical Education Activity Offerings

The content or curricular experiences of any subject area may be judged against the criterion of comprehensiveness or balance. Do the experiences in these fields of study provide for a wide range of learning opportunities? An analysis of the offerings among the different classifications of physical education (i.e. team sports, dance) is helpful to understand the breadth across the classifications. However, by synthesis of the most frequently offered experiences from among all classifications in physical education, it is possible to achieve a broader perspective of the total curriculum. For instance, in Table 24 five of the top seven activities most frequently offered are team sports. Three physical fitness type activities and two individual/dual sports complete the list of the 10 most popular offerings. Aquatics, dance and gymnastic offerings were not represented in this list.

Table 24

Physical Education Activities Most Frequently Offered

TOPIC	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Volleyball	726	34	96	1
Softball	705	37	95	2.5
Basketball	670	37	95	2.5
Touch/Flag Football	650	129	83	4
Track and Field	595	191	76	5
Personal Fitness	604	205	75	6
Soccer	491	327	60	7
Jogging	489	339	59	8
Aerobic Dance	483	392	55	9.5
Badminton	460	373	55	9.5

Outdoor Education

Teachers were asked to indicate the number of outdoor education activities in their programs from a list of 11 possible choices. Recreation games was the only activity in which a large percentage (54) of the respondents indicated program offerings. With the exception of hunter safety, the other activities in this classification received a response of seven percent or less. Table 25 provides a complete listing of outdoor activities and a summary of choices made by the teachers.

Park and recreational games and outdoor adventure activities are not required as part of the curriculum for health and physical education in the State.

Table 25

Outdoor Education Offerings

ACTIVITY	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Backpacking	20	869	2	8.5
Boating Safety	59	828	7	3.5
Camping	55	834	6	5
Canoeing	13	876	1	10.5
Fishing (Fly & Bait Casting)	26	861	3	6.5
Hunter Safety	139	739	16	2
Orienteering	15	874	2	8.5
Outdoor Adventure	23	865	3	6.5
Rappelling	10	878	1	10.5
Recreation Games	458	392	54	1
Rifle Marksmanship	60	815	7	3.5

Health Education

Substance abuse, safety and first aid, nutrition and personal health were the topics most frequently taught in health education by the respondents. Competencies relating to all of these subjects were required (Bulletin 1596) in at least two grade levels and, in the case of substance use and abuse, three grade levels. Table 26 provides the data associated with health education and it can readily be seen that most of the topics are being taught by a majority of teachers in the survey.

Table 26

Health Education Offerings

TOPIC	TOTAL OFFERED	NOT OFFERED	PERCENT	RANK
Communicable and Non-Communicable	410	422	49	6
Consumer Health	372	475	44	9
Environmental and Community Health	382	462	45	8
Family Living	406	439	48	7
Nutrition	528	286	65	3
Mental and Emotional Health	441	396	53	5
Personal Health	512	301	63	4
Safety and First Aid	536	271	66	2
Substance Use and Abuse	597	204	75	1

Offerings Classified by Gender

Federal legislation, Title IX, was enacted to provide a sex-integrated education which would allow access to educational opportunity without regard to gender. Title IX states that males and females "may" be separated for those activities involving "bodily contact." However, there appears to be no educational justification for separating males and females in the non-competitive phases of an instructional unit. In view of the fact that Title IX was implemented in 1975, one would expect to have a very high percent of offerings on a co-educational basis in 1986.

Teachers in this study were asked to indicate, for each of eight general curricula areas in health, physical education and recreation, whether each offering was provided on the basis of one or more of the following gender formats: boys only, girls only, co-ed. The topic of sex-integration in classifying students for instruction is summarized later in this document (Appendix D)for each of the eight curricular areas considered in this study. Survey data on gender formats are provided in Appendix C.

Aquatics

Only 17 teachers indicated that they taught beginning and intermediate swimming as part of a public school instructional program in physical education and 13, or 76 percent, were provided on a co-educational basis.

Dance

A small percent of the teachers provided for dance instruction in their curriculums. The dance taught most, square dance, was offered by 35 percent of the respondents. For those dance activities required in Bulletin 1597, basic steps/patterns and square dance, the co-educational classification was 59 percent and 71 percent, respectively. Of the eight dance activities (basic steps/patterns, ballet, country-western, disco, jazz, modern, square, tap) listed in the survey instrument the co-educational classifications were greater than the ones for sex segregation with the exception of the three offerings: disco, jazz and tap. These dances were offered for "girls only" about two-thirds of the time.

Gymnastics

This is another content area in physical education in which there were fewer offerings than other areas such as team sports. The following gymnastic events were found to be offered on other than a "co-ed" basis: balance beam, rings and uneven parallel bars. The majority of respondents offered balance beam and uneven parallel bars to girls and rings was offered on a "co-ed" or for "boys only" basis an equal number of times. The other seven items (floor exercises, horizontal bar, horse, parallel bars, stunts, tumbling, vaulting) were offered by the majority of the teachers on a "co-ed" basis. However, the highest percentage of "co-ed" offerings was for tumbling and stunts at 66 percent and 65 percent, respectively. The other five events were offered on a "co-ed" basis by about 60 percent of the teachers in this study.

Team Sports

Seven sports were listed in this category and five of them (basketball, field hockey, soccer, softball, volleyball) were taught on a "co-ed" basis by two-thirds or more of the respondents. Floor hockey and touch football were offered on a "co-ed" basis by 60 percent of the teachers in this study. When courses were not offered a high percent of the time on a "co-ed" basis, it was generally because the offerings were given for "boys only." Volleyball was offered on a "co-ed" basis by almost 80 percent of the teachers in this study.

Physical Fitness

Two offerings, jogging and personal fitness, were taught by 74 percent of the teachers on a "co-ed" basis. Weight training was taught on a "co-ed" format by slightly over 53 percent of the respondents while aerobic dance was offered on a "girls only" basis by almost 60 percent of the teachers who offered the course.

Individual and Dual Activities

Twelve activities were listed in the instrument from which the teachers in this survey could respond. The following activities were offered approximately 70 percent or more of the time on a "co-ed" format: archery, badminton, bicycling, bowling, fencing, golf, handball, self-defense, tennis and track and field. Wrestling was taught for "boys only" by 84 percent of the 131 teachers and racketball was taught by only 14 teachers, without a majority in any of the three sex-designated categories. Track and field was offered by more teachers (595) and was taught on a "co-ed" basis by almost three-fourths of them. Bicycling, which was taught by only 169 teachers, received a higher percentage of instruction (77) "co-ed" format.

Summary of Physical Education Activities Classified by Gender

The thrust of Title IX legislation in the 1970's was to provide educational opportunities to everyone, regardless of sex. This legislation was especially significant to personnel in programs of health, physical education, recreation, dance and athletics because of the long standing tradition of schools segregating classes and sports activities based on sex. The majority of pre-service teachers in health and physical education prior to the 1970's was in sex segregated classes usually taught by professors of their own sex. The problems associated with modifying such a long standing practice have been difficult to resolve.

In analyzing the status of offerings in physical education, the authors identified the 10 activities that were found to have the highest percentage of classes taught with a co-educational format. Table 27 provides the list of activities and the response frequencies for all three categories: boys only, girls only and co-ed. Many of these offerings (fencing, bicycling, handball, swimming) were provided for only a few students. The three most popular physical education offerings (see Table 27), volleyball, softball and basketball, were also found to be those most frequently offered on a co-educational basis. A summary of the total co-educational offerings appears in Appendix D.

One of the reasons teachers give for not teaching physical education courses with a co-educational format is the concern for student safety. The possibility of bodily contact in certain activities has discouraged many teachers from even attempting to teach the fundamentals in certain team sports on a co-educational basis. It is interesting to note that non-contact offerings, like dance and gymnastics, were not ranked among the top 10 activities offered with a co-educational format.

Outdoor Education

Eleven activities (backpacking, boating safety, camping, canoeing, fly and bait casting, hunter safety, orienteering, outdoor adventure, rappelling, recreation games, rifle marksmanship) were listed in the survey instrument. Only recreation games was offered by a majority of teachers in this study and was taught on a "co-ed" basis by 76 percent of them. Fly and bait casting was offered to "boys only" almost 40 percent of the time. All of the activities were taught on a "co-ed" format by the majority of instructors.

Health Education

The offerings in health education were taught on a "co-ed" basis with greater frequency than any other content area included in this study. Personal health, which was offered on a "co-ed" basis by 73 percent of the respondents, was the smallest percentage among the nine topics (communicable and non-communicable diseases, consumer health, environmental and community health, family living, nutrition, mental and emotional health, personal health, safety and first aid, substance use). The other eight topics were offered by over 75 percent of teachers on "co-ed" format.

Table 27

Physical Education Activities Classified by Gender

ACTIVITY	BOYS ONLY	PERCENT	GIRLS ONLY	PERCENT	CO-ED	CO-ED PERCENT	TOTAL OFFERINGS
Fencing	2	3.5	7	12.3	48	84.2	57
Volleyball	77	10.6	78	10.7	571	78.7	726
Bicycling	11	6.5	28	16.6	130	76.9	169
Handball	5	11.6	5	11.6	33	76.7	43
Softball	91	12.9	74	10.5	540	76.6	705
Beginning Swimming	2	11.8	2	11.8	13	76.4	17
Intermediate Swimming	2	11.8	2	11.8	13	76.4	17
Basketball	94	14.0	77	11.5	499	74.5	670
Track and Field	83	13.9	71	11.9	441	74.2	595
Jogging	50	10.2	77	15.8	362	74.0	489

State Department of Education Curriculum Guides

Usefulness of State Curriculum Guides in Health and Physical Education

Curriculum guides are important documents for assisting teachers in the development of programs. Louisiana, like many states, has developed several curriculum guides that have been produced by utilizing the expertise within the State and by the assistance of consultants from other places. The funds allocated to producing the documents represent a considerable investment. Since curriculum guides are thought to be important to program quality, the authors of this study wanted to determine how teachers in the field judged the usefulness of these materials. Teachers in this study were asked to indicate the usefulness of three curriculum guides: Comprehensive Health Education (Bulletin 1596), Physical Education and Recreation (Bulletin 1597) and Adapted Physical Education (Bulletin 1717). Respondents were given forced choices of usefulness as follows: none, some, high. Data were also collected on teachers who did not respond to choices.

Comprehensive Health Education Curriculum Guide

> Positive responses were given for the usefulness of this document. By combining "high" (28%) and "some" (43%) results, 71 percent of the teachers gave support to this document as useful. Only eight percent of the respondents made no use of the health guide and 21 percent failed to select any of the three choices.

Physical Education and Recreation Curriculum Guide

The teachers also indicated a high degree of satisfaction with this bulletin; 39 percent of the respondents gave "high" as their choice and 38 percent selected "some" degree of usefulness. Again, nearly the same percent of the respondents (7) selected "none" as a choice; 16 percent of the teachers did not respond to any of the choices. Overall, almost 80 percent of the individuals in this study indicated "some" or "high" degree of usefulness for Bulletin 1597.

Adapted Physical Education Guide

Only one-third of the respondents gave either "high" or "some" as their answer to the degree of usefulness of this bulletin. Forty percent of the teachers failed to select any of the choices regarding this document. Almost as many respondents (27%) selected "none" on this curriculum guide as selected the combined positive choices. The authors of this project realized that the respondents in this study were not solely adapted physical education teachers and were not surprised at this finding.

Revision of State Curriculum Guides

A final item in the survey asked whether the curriculum guides discussed above should be revised. Less than one-third of the respondents recommended revision of the Physical Education and Recreation Guide; one-fourth indicated revision was needed in the Comprehensive Health Education Guide; whereas, 16 percent favored a revision of the Adapted Physical Education Guide.

Addition of Minimal Competencies for Grades 11 and 12

The two units in health and physical education required for high school graduation are usually scheduled in grades 9 and 10, as recommended in Bulletin 741. When teachers were asked about competencies in health and physical education for grades 11 and 12, a majority (health - 65%; physical education - 62%) indicated a desire for them to be added to the curriculum bulletins. Almost 30 percent of the respondents failed to select choices (yes or no) on this subject.

SUMMARY

This study was conducted to determine the status of Louisiana public school health and physical education programs in grades 6-12. Data collected included demographic information about teachers, their opinions regarding their roles, academic preparation and other selected topics.

In April, 1986, all Louisiana public school teachers for grades 6-12 who taught at least 50 percent of their class load in health and physical education were surveyed. The questionnaires were mailed to principals who were asked to distribute the survey instruments to teachers, collect and return the completed instruments in the pre-stamped and addressed envelope provided. The response of 917 teachers from 381 schools was a 53 percent return. Responses were received from all 64 parishes and the two city school systems in the State.

FINDINGS

Teacher Demographics

1. Many teachers were assigned to more than one grade level.
2. Mean age for both male and female teachers was 37.2.
3. Mean years of experience for both sexes was 13.5; the mean at the current school was 8.2 years. A sharp reduction in the number of health and physical education teachers over age 40 was noted.
4. The combined mean salary for males and females was $20,460. Mean salary for males and females was $20,975 and $20,276, respectively. Salaries for males were 3.5 percent higher. A small number of salaries were above $25,000. The highest salary of $32,000 was reported by one male and one female.

Teacher Preparation

5. Southern University and Grambling State University ranked first and second in the production of graduates with the bachelors degree who taught health and physical education in the State. A majority of the respondents, 73 percent, received their bachelors degree from one of 18 institutions in Louisiana, 12 percent outside the State, and 15 percent did not identify the institutions from which they received their degree.
6. One-half of the respondents had masters degrees with 91 percent receiving their degrees from one of 15 Louisiana institutions of higher education.
7. First aid, student teaching and skills classes were the undergraduate courses which received a "high contribution" rating by more than two-thirds of the respondents.

8. Other than health and physical education, the most popular subjects for certification and teaching were social studies, general science, biology and English. Subject areas in which health and physical education teachers taught most frequently without certification were social studies, general science, mathematics, and English.

Professionalism

9. More respondents (34%) held membership in the Louisiana Association of Educators than any other professional organization. Twenty-eight percent of the teachers were members of the Louisiana Association for Health, Physical Education, Recreation and Dance.
10. During the years 1981-86, more than two-thirds (614/917) of the respondents participated in meetings of professional organizations. The greatest attendance (33.5%) was for meetings of the Louisiana Association for Health, Physical Education, Recreation and Dance.

Extracurricular Assignments

11. Athletic coaching was performed in 13 different sports by 92 percent, (401/435), of the men and 69 percent (331/482), of the women teachers.
12. In addition to the coaching responsibilities, 456 extracurricular sponsorships were identified by the 917 respondents.

Job Satisfaction

13. More than 70 percent of the teachers were satisfied with their present roles and planned to continue in them. Eighty percent of those who expressed satisfaction indicated that they planned to remain in the field of education longer than five years. The primary reasons given for staying in education were job satisfaction (48%),

students (22%) and security (17%).

14. Twenty percent of the respondents planned to leave the field of education during the next five years. The primary reasons given were retirement (39%), salary (27%) and discipline (20%).

Teaching Quality

15. The problems identified as most affecting teaching quality were class size, student interest and indoor facilities.

Program Content Decisions

16. Seventy-five percent of the teachers indicated that either the individual teacher or a committee of teachers were responsible for the health and physical education program content at their schools.

Curriculum

17. Aquatics. Beginning swimming and intermediate swimming were offered by two percent of the teachers in this study.

18. Dance. Social dance and basic steps and patterns were reported in 35 and 28 percent of the programs, respectively.

19. Gymnastics. Tumbling was offered in 53 percent of the programs and stunts and floor exercises were offered by one-third of the respondents. Other gymnastic activities were offered in 24 percent or less of the programs.

20. Team Sports. Team sports were offered more frequently than other activities reported in this study. The sports that ranked highest in this classification were volleyball (96%), basketball (95%), softball (95%), touch/flag football (83%) and soccer (60%).

21. Physical Fitness. Over 50 percent of the respondents indicated offerings in all physical fitness activities with 75 percent listing personal fitness in their programs.

22. Individual and Dual Activities. Only two sports were identified in more than 50 percent of the programs, track and field (76%) and badminton (55%).

23. Summary of Curriculum Content. The most frequently offered activities in physical education were volleyball, softball, basketball, touch/flag football, track and field, personal fitness, soccer, jogging, aerobic dance and badminton.

24. Outdoor Education. Recreation games was offered in 54 percent of the programs. The other activities were provided in less than 10 percent of the programs with the exception of hunter safety, which was offered in 16 percent of the programs.

25. Health Education. Substance abuse (75%), safety and first aid (66%), nutrition (65%) and personal health (63%) were the most frequent offerings in health education. The other topics were offered in over 43 percent of the programs.

Offerings Classified by Gender

26. Aquatics. Seventy-five percent of the offerings in aquatics were on a co-educational basis.

27. Dance. Basic steps/patterns and square dance were offered on a co-educational basis 59 and 71 percent of the time, respectively.

28. Gymnastics. Tumbling and stunts were offered on a co-educational basis 66 and 65 percent of the time, respectively. Seven other gymnastic events were offered on a co-educational basis the majority of the time while two events, balance beam and uneven parallel bars, were programmed primarily for girls.

29. Team Sports. Volleyball was offered 80 percent of the time on a co-educational basis and five other sports were provided on this basis two-thirds of the time: basketball, field hockey, soccer, softball and volleyball. Floor hockey and touch football were offered by 60 percent of the teachers on a co-educational format.

30. Physical Fitness. All offerings in physical fitness were offered on a co-educational basis at least 60 percent of the time, with jogging and personal fitness programmed 74 percent of the time.

31. Individual and Dual Activities. Ten activities were offered at least 70 percent of the time or more on a co-educational basis: archery, badminton, bicycling, bowling, fencing, golf, handball, self-defense, tennis and track and field.

32. Physical Education Activities Classified by Gender. The following 10 activities were offered most frequently on a co-educational basis (without regard to total numbers of students involved): fencing, volleyball, bicycling, handball, softball, beginning swimming, intermediate swimming, basketball, track and field and jogging.

33. Outdoor Education. Recreation games was offered by a majority of the teachers and was taught on a co-educational basis 76 percent of the time. While the other offerings in this classification were sparse, they were taught on a co-educational basis the majority of the time.

34. Health Education. Topics in this classification were offered with greater frequency on a co-educational basis than others in this study. With the exception of the personal health topic, which was offered 73 percent of the time on a co-educational basis, all other topics were programmed over 75 percent of the time in a sex-integrated fashion.

State Department of Education Curriculum Guides

35. Comprehensive Health Education Curriculum Guide. Seventy-one percent of the respondents indicated that this document was useful to them.

36. Physical Education and Recreation Curriculum Guide. Seventy-seven percent of the teachers indicated that this document was useful to them.

37. Adapted Physical Education Guide. One-third of the teachers sampled indicated that this publication was useful to them.

Revision of Curriculum Guides

38. Comprehensive Health Education Curriculum Guide. One-fourth of the respondents recommended revision of this publication.

39. Physical Education and Recreation Curriculum Guide. Less than one-third of the respondents recommended revision of this document.

40. Adapted Physical Education Guide. Sixteen percent of the teachers recommended modification of this guide.

Addition of Minimal Competencies for Grades 11 and 12

41. Health and Physical Education Competencies. A majority of the respondents recommended the addition of competencies for health (65%) and physical education (62%) for grades 11 and 12.

DISCUSSION OF FINDINGS

Teacher Demographics

The mean salary for males was $20,975, or 3.5 percent higher than for females. It is speculated that some of the difference in salaries between males and females may be attributed to such things as remuneration some males received for coaching certain sports (i.e. football) and the fact that a higher percent of male respondents coached than females. Additionally, it is common knowledge that pay differences exist for coaching certain sports, as well as at different grade levels (i.e. high school, middle school) and between coaching and non-coaching respondents.

The possibility of a trend was observed when comparing the results of this study with those by Coker (1972) and Ritchie (1985) regarding the mean years of experience. Coker's 1972 study of secondary male teachers found the mean years of experience at 7.2, Ritchie's findings in 1985 indicated 12 years of mean experience while 13.5 years was the mean in this study. It is speculated that health and physical education teachers are remaining in their roles for a longer period of time.

Teacher Preparation

The identification of first aid, student teaching and skills classes as being most valuable to the respondents was interesting. It is surmised that the choice of the first aid course by so many was because teachers in this field are frequently called on to handle school emergencies involving injuries to students and athletes. The value given to the student teaching experience and skills classes may have been because these courses are most related to the activities that teachers in this field perform on a daily basis.

It is interesting to note that teachers of health and physical education achieved second certification credentials in the same subject areas as those

reported in other studies. Findings in this study paralleled those of Coker (1972) and Ritchie (1985) who found the most frequent second certification subjects to be social studies, general science, biology, English and mathematics.

Some teachers in health and physical education indicated they were teaching in fields without holding the appropriate certifications. This may also be the situation with teachers in other disciplines, but it is speculated that the demand for coaches prompts administrators to hire teachers who may not be initially certified in the field but needed as coaches to complete faculty assignments.

Professionalism

Membership in the state organization in health and physical education in this study was reported at 28 percent. Previous studies of state health and physical education associations in Missouri (Ritchie, 1985) and Louisiana (Coker, 1972) found memberships at only 20 percent.

These studies of Louisiana and Missouri teachers, and also this study, reported a higher percent of memberships in the state teacher organization than in state organizations in health and physical education. The higher percentage of memberships in state teachers organizations could be the result of the attractive benefits offered by the group such as liability insurance and attorney services.

Attendance at professional meetings of the state organization in this field, the Louisiana Association for Health, Physical Education, Recreation and Dance, was high.

Extracurricular Assignments

Incidences of teachers in health and physical education being involved in activities beyond the normal school day were numerous. A large percent of the

men and women coach 13 different varsity sports and serve as sponsors and advisors for many student groups and activities. This aspect of a school program is instrumental in developing the social dimension of students and in the promotion of the school as a positive social institution.

Job Satisfaction

It is clear that health and physical education teachers enjoy their work. Respondents indicated high interest in remaining in the field of education beyond five years, primarily because of job satisfaction and students. The largest percent of those who would not remain in the profession gave retirement and salaries as the reason.

Teaching Quality

Large classes and poor facilities are variables that affect teaching quality in health and physical education. The findings of this study reinforce these by Coker (1972) and Ritchie (1985) which reported these topics as the leading factors that inhibit quality teaching. State regulation in Louisiana has established maximum class size in health and physical education at 40 students.

Program Content Decisions

The curriculum guides for Louisiana required minimum content to be taught in health and physical education programs. This study, and one in Missouri (Ritchie, 1985) found that the teachers, individually or in committees, determined the content to be taught. It is significant that leadership for making program decisions in this field is provided by personnel specifically prepared in health and physical education.

Curriculum

Curriculum theorists in health and physical education are consistent in recommending that middle school and high school programs provide a variety of

offerings. The findings of this study indicated that the curricular emphasis of most health and physical education programs in Louisiana was team sports. However, the offerings in aquatics, dance and gymnastics were sparse. Similar results were reported by Coker (1972) and Ritchie (1985). In this study, a majority of the respondents indicated offerings in the category of physical fitness. However, no major thrust in fitness activities was indicated even though, at the time of this study, the adult population in America was in the midst of a "fitness craze."

The effect of the curriculum guides, Bulletins 1596 and 1597, on curricular offerings in health and physical education in Louisiana is evident. However, large enrollments and lack of facilities and equipment severely restrict the offerings of some physical education activities. Additionally, it is speculated these factors also reduce instructional quality, even when the activities are offered.

Offerings Classified by Gender

Ritchie's study (1985) in Missouri found that 64 percent of the offerings were made available on a co-educational basis. Sixty-nine percent of all offerings reported in this study were taught on a co-educational format. Three team sports (volleyball, softball, basketball) were taught on a co-educational basis in more programs than other offerings. Aquatics, dance and gymnastics did not rank among the top ten co-educational offerings in this study.

It is assumed that Title IX legislation is primarily responsible for the co-educational offerings reported in this study. Prior to Title IX legislation in 1972, many teacher preparation programs in health and physical education offered separate courses for men and women. In addition to mandating sex-integrated programs at the elementary and secondary levels, it

is assumed that the integration of programs for men and women at the university level also contributed to the impetus of the co-educational format in the public schools.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

1. Health and physical education is predominated by young professionals who make many positive contributions to the total school program. The small remuneration provided for athletic coaching and the sponsorship of extracurricular activities made their salaries slightly above the mean salary of other teachers.
2. Membership in professional organizations and attendance at meetings of professional organizations were minimal. High attendance was recorded at meetings of the Louisiana Association for Health, Physical Education, Recreation and Dance.
3. One-half of the undergraduate course offerings in the field were given high ratings by the respondents, leading one to conclude that the other courses are not contributing in as direct a manner to their success as teachers.
4. Certification and teaching patterns consistently found in the second teaching field were social studies, general science, mathematics, biology and English.
5. Job satisfaction in current roles was high. Those leaving education in the near future were doing so for retirement or salary reasons.
6. Although curriculum content decisions were made primarily by teachers, factors beyond their control, such as class size and facilities, remain leading problem areas.

7. There is evidence that Bulletins 1596 and 1597 were being followed, although curricular offerings lacked depth and scope in most categories of activities.
8. Co-educational offerings reflected much progress since 1972 but fell short of total compliance with Title IX.
9. The State curriculum guides in health and physical education were found to be useful and not in need of revision.
10. The addition of minimal competencies for health and physical education in grades 11 and 12 were recommended.

RECOMMENDATIONS

In view of the findings of this study, the following recommendations are made:

1. Teacher salaries need to be increased significantly so as to retain quality teachers. Those who leave the field prior to retirement do so because of low pay. Teachers need to be rewarded for their commitment to excellence in education.
2. Higher education faculty and administrators should analyze the usefulness and appropriateness of undergraduate program offerings for preservice health and physical education teachers.
3. Public school administrators should encourage and support the involvement of teachers in professional organizations and other inservice activities that offer potential for professional enrichment.
4. The sponsorship of extracurricular activities and the performance of coaching duties need to be given appropriate attention by public school administrators so students may continue to receive the benefits of basic curricular enrichment.
5. The maximum standard of 40 students per class should be strictly enforced to promote acceptable learning opportunities for students in a safe environment. Class sizes need to be significantly lower.
6. More funds should be provided for equipment for health and physical education. This is particularly important to providing learning opportunities in classes with high enrollment.
7. The curriculum for health and physical education (1-12) in each school should be focused so as to comply with state guidelines. Teachers from various school units (elementary, middle, secondary) should coordinate the progression of instruction to provide for meeting the standards of the Louisiana curriculum bulletins.

8. More curricular experiences should be provided in the areas of aquatics, dance, gymnastics, individual and dual activities and outdoor education.
9. Increased opportunities for instruction in health and physical education should be organized on a co-educational format.
10. Department of Education officials should continue to monitor the usefulness of state curriculum guides. Further, the addition of competencies in grades 11 and 12 should be studied.

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Appendix A: Letter to Principals

Dear Principal,

As the educational leader of your school, please review this cover letter and pass it on to your health and physical education teachers.

It has become increasingly clear that there is a critical need in the state for current, comprehensive and accurate information on our programs and personnel. In the past two years, state HPE requirements in Bulletins 741 and 746 have been challenged and the recent budget crunch has placed certain HPE programs on alert for reduction or elimination. It is imperative that information about our programs be synthesized and readily available to describe our present status and also to project future plans.

This study is endorsed by the State Department of Education and is being conducted for the specific purpose of obtaining information which will help improve health and physical education in Louisiana. A summary of the study will be available to you.

Your cooperation is requested regarding the following:

1. The questionnaires are to be completed by each person who teaches health and physical education at least one-half time in grades six - twelve.

2. All completed questionnaires should be returned as soon as possible in the stamped self-addressed envelope and mailed to Ed Dugas. Contact him if additional questionnaires are needed; please return any unused copies.

3. In the space below, provide information about the person who may be contacted if a follow-up is needed.

We hope that all questionnaires will be returned by May 16, 1986, so the information may be organized for the legislative session. It is important that your concern for health and physical education as basic to all other forms of education and to a healthy lifestyle be conveyed. We hope this information will contribute to sustaining our programs and advancing them in the future. Thanks for your assistance.

Professionally,

Ed Dugas, Professor, University of Southwestern Louisiana

D. Shelby Brightwell, Professor, Southeastern Louisiana University

(detach and return with surveys)

Contact Person for Follow-up:

Name _____ Address _____

Office Phone _____ Home Phone _____

School _____ Parish _____

Appendix B: Survey Instrument

LOUISIANA PHYSICAL EDUCATION SURVEY
TEACHER QUESTIONNAIRE

This study is being conducted for the specific purpose of obtaining information which will help improve health and physical education in Louisiana. In the past two years, state HPE requirements in Bulletins 741 and 746 have been challenged and the recent budget crunch has placed certain HPE programs on alert for reduction or elimination.

Your cooperation is requested regarding the following:

1. The questionnaires are to be completed by each person who teaches health and physical education at least one-half time in grades six - twelve.
2. All completed questionnaires should be returned by May 16 in the stamped self-addressed envelope provided for your school and mailed to Ed Dugas, P. O. Box 43755, USL, Lafayette, Louisiana 70504.

Directions: Please indicate your responses by circling or checking (X) throughout the survey instrument when appropriate. You may use a pen or pencil in completing this questionnaire.

1. Undergraduate teacher education programs in physical education usually include the subject areas or courses that are listed below. In analyzing your own professional experience, opinion, etc., please indicate the extent to which formal preparation in the following subjects has contributed to your success as a teacher of physical education or as a coach. If the course or topic was not in your professional preparation program blacken the "Did Not Have" column. The last column is reserved for your opinions regarding any topics that you feel are a necessity and should be required of undergraduates in physical education.

	Contribution			Did Not	Should Be
	None	Some	High	Have	Required
Introduction to PE					
History/Phil. PE					
Admin. of PE					
Meas. and Eval. PE					
Motor Learning/Dev.					
Adapted PE					
Kinesiology/Biomech.					
Exercise Physiology					
First Aid					
Health Education					
Coaching Theory					
Skills Classes					
Methods of Teach. PE					
Student Teaching					
Others _____					

2. Please check the sports you coach and the type(s) of students.

	Boys	Girls
Baseball		
Basketball		
Cross Country		
Football		
Golf		
Gymnastics		
Soccer		

	Boys	Girls
Softball		
Swimming		
Tennis		
Track and Field		
Volleyball		
Wrestling		
_____		
_____		

3. Please circle the grade levels in which you teach physical education.

non-graded 6th 7th 8th 9th 10th 11th 12th

4. Following is a list of topics that sometimes affect the quality of teaching and learning in schools. Please provide your personal evaluation of how these factors limit your teaching effectiveness.

	Never	Sometimes	Always
Teaching Load (number of classes)			
Class Size			
Indoor Facilities			
Outdoor Facilities			
Equipment (quantity)			
Equipment (quality)			
Student Interest			
Your Personal Preparation			
Relationships (other PE teachers)			
Relationships (w/administrators)			

5. Please indicate other areas in which you teach besides general physical education, including those subjects in which you have certification.

	Teaching	Cert.
APE		
Art		
Biology		
Chemistry		
English		
French		
Gen. Science		
Others _____		

	Teaching	Cert.
Home Econ.		
Ind. Arts		
Mathematics		
Music		
Social Stud.		
Spanish		
_____		

6. Please indicate below those activities which were included in the offerings of your school health and physical education instructional program during the 1985-86 school year and whether they were offered for boys only, girls only or co-educational.

	PHYSICAL EDUCATION			
AQUATICS	Boys Only	Girls Only	Co-ed	Not Offered
Beg. Swimming				
Interm. Swimming				
Others _____				

	Boys Only	Girls Only	Co-ed	Not Offered
DANCE				
Basic Steps/Pat.				
Ballet				
Country-Western				
Disco				
Jazz				
Modern				
Square				
Tap				
Others _____				
GYMNASTICS				
Balance Beam				
Floor Exercises				
Horizontal Bar				
Horse				
Parallel Bars				
Rings				
Stunts				
Tumbling				
Uneven Par. Bars				
Vaulting				
Others _____				
TEAM SPORTS				
Basketball				
Field Hockey				
Floor Hockey				
Soccer				
Softball				
Touch Football				
Volleyball				
Others _____				
PHYSICAL FITNESS				
Aerobic Dance				
Jogging				
Personal Fitness				
Weight Training				
Others _____				
INDIVIDUAL AND DUAL ACTIVITIES				
Archery				
Badminton				
Bicycling				
Bowling				
Fencing				
Golf				
Handball				
Racquetball				
Self Defense				
Tennis				
Track and Field				
Wrestling				
Others _____				

	Boys Only	Girls Only	Co-ed	Not Offered
OUTDOOR EDUCATION				
Backpacking				
Boating Safety				
Camping				
Canoeing				
Fishing (fly & bait)				
Hunter Safety				
Orienteering				
Outdoor Adventure				
Rappelling				
Recreation Games				
Rifle Marksmanship				

HEALTH EDUCATION

Com.&Non-Com.Dis.				
Consumer Health				
Env./Com. Health				
Family Living				
Nutrition				
Mental & Emot.				
Personal				
Safety & F.A.				
Substance Use				

7. In your school system which one of the following is most responsible for deciding on the program content for physical education? (Please circle.)

   Individual Teacher
   Committee of Physical Education Teachers
   Physical Education Supervisor
   School Principal
   Other _____

Directions. Please respond to the next statements by indicating the degree of usefulness of various bulletins for health, physical education and recreation and adapted physical education to your program and instruction. Respond only to the statements that apply to you.

	Degree of Usefulness None	Some	High
8. Adapted Physical Education, Bulletin 1717			
9. Comprehensive Health Education Curr. Guide, Bulletin 1596			
10. Physical Education and Rec. Curr. Guide, Bulletin 1597			

Directions. The following questions are concerned with various topics including some personal information. The investigators are not concerned with having your name, school, or parish.

11. Are you presently a member of the following organizations? (Please circle.)

    AAHPERD LHSCA
    LAHPERD Others _____
    LAE

12. Have you had the opportunity to attend any of these meetings in the last five years? (Please circle.)

A National Convention of AAHPERD
A Southern District Convention of AAHPERD
A State Convention of LAHPERD
A State Convention of LAE
A State Convention of LHSCA
A State Conference for Special Education/ Adapted Physical Education
Others _____

13. Do you serve as a sponsor for any of the following activities? (Please circle, add any others)

Band
Cheerleaders
Class Sponsor
Intramurals
Science Club
_____

14. Please provide the following information:

Age ____ Sex ____ Years of teaching experience ___
Years of teaching experience at current school _____
Your annual school salary for 1985-86 _____
Institutions from which you received your academic degrees:
Bachelors _____ Year _____
Masters _____ Year _____
Masters + 30 _____ Year _____
Educational Specialist _____ Year _____
Doctorate _____ Year _____
Other graduate work and number of credits _____
_____

15. Please list specific graduate courses and/or workshop topics that would be helpful to you.

Graduate Courses	Workshop Topics
_____	_____
_____	_____

16. Do your future career plans in education include continuing in your current role (same school or another) or do your plans include a different type of position such as guidance counselor, principal, superintendent, etc.? Circle one: continue change
Comments: _____

17. Do you plan to remain in education longer than five (5) years? Please circle your response. Yes No

18. If your answer to number 17 is No, what factor is most responsible for this decision? (Please circle, add any others.)

Retirement	Advancement Opportunities
Salary	Administrative Support
Discipline	Others _____

19. Do you recommend revisions of the following bulletins? (Please circle.)

Adapted Physical Education, Bulletin 1717 Yes No
Comments _____

Comprehensive Health Education Curr. Guide, Bulletin 1596 Yes No
Comments _____

Physical Education and Rec. Curr. Guide, Bulletin 1597 Yes No
Comments _____

20. Do you recommend that minimal competencies be added for grades 11 and 12 to the following bulletins? (please circle)

Comprehensive Health Education Curr. Guide, Bulletin 1596 Yes No

Physical Education and Rec. Curr. Guide, Bulletin 1597 Yes No

21. Which one of the following is most responsible for you remaining as a physical education teacher? (please circle, add others)

Salary	Professional Colleagues
Students	Security
Job Satisfaction	Others _____

Please return completed survey to:

Dr. Ed Dugas
P. O. Box 43755, USL Station
Lafayette, LA 70504

Appendix C: Class Organization Classified by Student Gender

PHYSICAL EDUCATION

	BOYS ONLY	GIRLS ONLY	CO-ED	TOTAL OFFERED	NOT OFFERED	NO RESPONSE
AQUATICS						
Beg. Swimming	2	2	13	17	872	28
Interm. Swimming	2	2	13	17	872	28
DANCE						
Basic Steps/Pat.	2	99	143	244	638	35
Ballet	0	12	18	30	859	28
Country-Western	0	53	79	132	749	36
Disco	0	40	30	70	817	30
Jazz	0	39	22	61	827	29
Modern	0	49	54	103	782	32
Square	2	88	221	311	570	36
Tap	0	14	7	21	868	28
GYMNASTICS						
Balance Beam	2	123	87	212	673	32
Floor Exercises	15	105	165	285	589	43
Horizontal Bar	14	16	41	71	812	34
Horse	24	24	61	109	771	37
Parallel Bars	32	10	62	104	779	34
Rings	16	4	16	36	851	30
Stunts	26	72	191	289	576	52
Tumbling	44	111	290	445	402	70
Uneven Par. Bars	3	61	33	97	787	33
Vaulting	12	34	77	123	747	47
TEAM SPORTS						
Basketball	94	77	499	670	37	210
Field Hockey	6	8	31	45	836	36
Floor Hockey	31	23	82	136	728	53
Soccer	108	55	328	491	327	99
Softball	91	74	540	705	37	175
Touch Football	219	96	385	650	129	138
Volleyball	77	78	571	726	34	157
PHYSICAL FITNESS						
Aerobic Dance	6	280	197	483	392	42
Jogging	50	77	362	489	339	89
Personal Fitness	64	95	445	604	205	108
Weight Training	177	21	231	429	404	84

PHYSICAL EDUCATION

	BOYS ONLY	GIRLS ONLY	CO-ED	TOTAL OFFERED	NOT OFFERED	NO RESPONSE
INDIVIDUAL AND DUAL ACTIVITIES						
Archery	26	41	134	201	669	47
Badminton	40	90	330	460	373	84
Bicycling	11	28	130	169	710	38
Bowling	11	53	174	238	631	48
Fencing	2	7	48	57	831	29
Golf	39	22	145	206	664	47
Handball	5	5	33	43	844	30
Racquetball	5	3	6	14	874	29
Self Defense	6	13	31	50	838	29
Tennis	43	57	273	373	459	85
Track and Field	83	71	441	595	191	131
Wrestling	110	2	19	131	754	32
OUTDOOR EDUCATION						
Backpacking	1	6	13	20	869	28
Boating Safety	11	7	41	59	828	30
Camping	4	14	37	55	834	28
Canoeing	5	0	8	13	876	28
Fishing (fly & bait)	10	2	14	26	861	30
Hunter Safety	26	7	106	139	739	39
Orienteering	1	2	12	15	874	28
Outdoor Adventure	2	4	17	23	865	29
Rappelling	1	1	8	10	878	29
Recreation Games	37	72	349	458	392	67
Rifle Marksmanship	10	3	47	60	815	42

HEALTH EDUCATION

Com. & Non-Com. Dis.	35	57	318	410	422	85
Consumer Health	31	50	291	372	475	70
Env./Com. Health	34	46	302	382	462	73
Family Living	27	64	315	406	439	72
Nutrition	43	85	400	528	286	103
Mental & Emot.	39	67	335	441	396	80
Personal	45	94	373	512	301	104
Safety & F.A.	61	73	402	536	271	110
Substance Use	60	69	468	597	204	116

Appendix D: Summary of Co-educational Offerings

	Co-educational Offerings	Total Offerings	Percent
Aquatics	26	34	76.47%
Dance	574	972	59.05%
Gymnastics	1,023	1,771	57.76%
Team Sports	2,436	3,423	71.16%
Physical Fitness	1,235	2,005	61.59%
Individual and Dual Activities	1,764	2,537	69.53%
Outdoor Education	652	878	74.25%
Health Education	3,204	4,184	76.57%
	10,914	15,804	69.05%

Appendix E: Bulletin 1596 - Content and Sequence Chart of Minimal Competencies in Health

COMPREHENSIVE HEALTH EDUCATION CURRICULUM

CONTENT AND SEQUENCE CHART

Level	Grade	Family Living	Nutrition	Mental and Emotional Health	Personal Health	Safety and First Aid	Consumer Health	Environmental and Community Health	Substance Use And Abuse	Communicable and Noncommunicable Diseases
I	K-1	X	X	X	X	X				
	2						X	X	X	
	3	X	X							X
II	4				X	X				
	5		X	X						X
	6	X					X	X	X	
III	7		X	X	X	X			X	
	8	X					X	X		X
IV	9		X		X	X			X	
	10	X		X			X	X		X

*Bulletin 741 suggests that the two required units of Health and Physical Education be taught in the ninth and tenth grades.

Appendix F: Bulletin 1597 - Scope and Sequence of
Minimal Competencies in Physical Education and Recreation

PHYSICAL EDUCATION AND RECREATION

SCOPE AND SEQUENCE

ACTIVITY	GRADE PLACEMENT											
	I			II			III		IV			
	K-1	2	3	4	5	6	7	8	9*	10*	11	12
Movement	+	+	+									
Physical/Motor Fitness Appraisal			+			+		+		+		
Dance												
Basic Steps and Patterns				+			+					
Modern												
Team Sports												
Basketball				+			+					
Football					+		+		+			
Soccer				+		+		+				
Softball				+		+			+			
Volleyball					+			+		+		
Individual and Dual Sports												
Aquatics												
Gymnastics												
Stunts and Tumbling			+	+		+		+				
Apparatus				+		+		+				
Track and Field					+		+		+			
Wrestling												
Lifetime Sports												
Archery										+		
Badminton					+		+					
Bowling					+			+				
Golf									+			
Tennis						+		+		+		
Park and Recreational Games												
Outdoor Adventure												

Activities required for each grade level are as designated. Modern Dance, Aquatics, Wrestling, Park and Recreational Games, Outdoor Adventure and some parts of required activities are not required as part of the "core" curriculum. Included are levels of competencies for these elective activities. Instead of grade competencies, performance objectives are listed by levels: Level I (K-3), Level II (4-6), Level III (7-8) and Level IV (9-12). If any activity not required but listed as an elective is taught, competencies for that activity at the particular level it is offered are provided.

*Ninth Grade (H&PE I) - Tenth Grade (H&PE II)

Authors

D. Shelby Brightwell

Dr. Brightwell has been a professor of health and physical education at Southeastern Louisiana University since 1983. A native of Independence, Missouri, he holds degrees from Central Missouri State University and Indiana University, where he received the doctorate in 1964. A veteran of 30 years in higher education, Brightwell is the author of numerous articles and co-author of two books on measurement and evaluation and individualized learning, published by the Macmillan Company of New York. He is currently a co-editor of the Journal of the Louisiana Association for Health, Physical Education, Recreation and Dance and was recently elected President of that organization.

Edmond A. Dugas

Dr. Dugas is currently a professor of health and physical education at the University of Southwestern Louisiana and Executive Director of the Louisiana Association for Health, Physical Education, Recreation and Dance. A 1958 graduate of Evergreen High School in Avoyelles Parish, he earned the bachelors and the masters degree from the University of Southwestern Louisiana and the Ed.D. from Louisiana State University in 1970. Professor Dugas has served as department head of physical education, graduate coordinator of education, director of student teaching and coordinator of the men's division of physical education at Southwestern. Dr. Dugas is a past president of the Louisiana Association for Health, Physical Education, Recreation and Dance and in 1979 was the recipient of the Association's "Honor Award."